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ABSTRACT

This resources booklet represents the contribution of 28 participants involved in a library institute held at the University of Oklahoma in July of 1970. A special effort was made to make the booklet practical for the librarian serving the Indian American. It is noted that curriculum in the schools is a total environment involving a relationship between the teacher, the learner, the materials, and the librarian. The group felt it was their concern that this relationship adequately meet its responsibility to the Indian student. This booklet is offered to help the librarian meet this challenge by becoming aware of special needs and by offering culturally relevant materials and extended services. The booklet also includes suggestions and recommendations in other related areas for the purpose of improving human relations. (EJ)

ED043442

RESOURCES AND PROCEDURES FOR IMPROVING THE INDIAN AMERICAN USE OF LIBRARIES

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Written By:
Participants in a Library Institute on
"Improvement of American Indian Use of the Library"

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University of Oklahoma
Norman, Oklahoma

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It was a welcomed opportunity for the **School of Library Science** of the **University of Oklahome** to participate in the planning and execution of the recently completed **Institute on the Improvement of Indian American Use of Libraries.** This was particularly true and significant in view of the successful similar **Institute** which was conducted during the previous summer, in July, 1969. The continunity of the program was recognized to be a major factor in the second year's attainment of the objectives of the program.

Comments freely offered by the individual participants and an analysis of the latters' respective evaluations of the **Institute** lead the **Director** of the **Library School** to commend the **United States Office of Education** for its role in having approved the program. Recognition is also due and eagerly offered to the **Institute's Directors and staff** for the quality and effectiveness of their combined efforts.

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PREFACE

This period of transition presents problems for the school-age Indian. He is generally torn between two generations, when grandparents have often raised the child, while pressure is placed upon the student to abandon their teaching for a more conformative way of life.

The realization of the need for education and the desire for it is often late in dawning in the Indian student. Perhaps the non-realization of the need for education is the primary problem among Indian students today. Or maybe they've been told somewhere along the way, that they can't learn or will never be college material, thereby crushing any ambition that might have been.

It is the responsibility of every education-oriented professional person to encourage academic achievement in Indian students. The librarian is in such a key position. If the librarian, who is by nature also a teacher, is aware of the Indian, his academic, social, economic and sometimes personal problems, these problems may be subjugated by his determined effort to excel. He must first be so inspired: He must be understood! He must be motivated!

The total needs of today's American Indian, unless already totally acculturated, will continue to be very nearly the same for at least one more generation; depending upon his locale. Many tribes are advancing socially, economically and academically more rapidly than other tribes and more than is nationally recognized.

The ultimate aim of the non-Indian for the Indian, seems to be that of total acceptance of middle-class living standards, mores and acquisition of possessions and education. Time is dispelling the century-old viewpoint that Indian students just can't attain the normal education requirements. Society is requiring that they be allowed to do so, without the accompanying historic stigma.

The Indian student today seems to have views wholly unto himself; attention-getting gimmicks, nor entirely different from the universal radicals on today's university campuses; however, non-violent. There is a need in most observed cases for internal, personal self-satisfaction, due to the realization of historical incidents of injustice and probable personal experience of prejudice. They are recognizing the importance of being, first, self-important, then Indian-important and rightly so.

The librarian can be the sparking power that makes an entire staff aware of Indian customes, beliefs, current problems and social handicaps which serve as a deterrent to his school progress or support to his potential drop-out. This is a wide scope of information to be sought out in the librarian's limited free time. Fortunate are those who can, in the course of a three weeks institute, be exposed to presentation of problems and their possible solution in the form of lectures, audio-visuals and printed materials. Fortunate are those who can observe by field trip, a panoramic view of Indian history and ancient life, enriching their background knowledge in a way which might have been physically impossible for some. Fortunate are those students whose librarians return to their work with an awareness of the beautiful Indian heritage and a determination to alleviate some problems which have undermined his progress. Fortunate are those who will be able to gain satisfaction of improving educational standards of America's first citizens by extending supportive assistance through meaningful library service.

Beverly Gerard,
Director, Library Science Institute
"Improvement of American Indian Use of the Library"

FOREWORD

This "Resource" booklet represents the contributions of 28 participants involved in a Library Institute held at the University of Oklahoma, July 13-31, 1970. We recognize the inadequacies of this booklet and offer our apologies for them; however, we believe that this is at least a beginning toward something that needs to be done. It is hoped that it can be revised, up-dated and improved at some future date. Until then, we submit our suggestions for your use.

Effort has been made to make this booklet practical, helpful and useful to the librarian serving the Indian American. The problems of social institutions, such as school systems and public libraries, in relating in a meaningful way to minority (culturally different) groups are recognized. In the school system, the problem is compounded by inadequate teacher training, and irrelevant curricular materials. It is to help the librarian meet this challenge by becoming aware of special needs, by acquiring culturally relevant materials and through extended services that we offer this booklet.

Our social systems, e.g., the public school and the public library, are complex organizations involving integration of people, media, concepts, methods and management. Curriculum in our schools is a total environment involving a relationship between the teacher, the learner, the materials and the librarian. It is our concern that this relationship adequately meet its responsibility to the Indian student. Too often this statement made by Darrell Willey has been true: "It appears that minority groups, who consistently do poorly in school and who are subtly discriminated against by the present system of education may internalize their feelings of inferiority and come to feel that their failure is deserved." As librarians we recognize the important potentialities of the library and the librarian in this relationship. Therefore, we hope our efforts in putting together this booklet will encourage and assist librarians in meeting the needs of the Indian American.

Lotsee Patterson Smith, Editor
Assistant Institute Director

August 2, 1970
Norman, Oklahoma

IDENTIFYING LIBRARY NEEDS

COMMITTEE MEMBERS:

Sister Teresa Rigel, Chairman
Geraldine Schultz, Recorder
Helen Muncrief, Member

This group suggests the following needs for consideration.

I. Library materials
- A. Materials that present an accurate picture of Indians.
- B. Materials, particularly books, written by Indians about Indians.
- C. Materials of the high-interest, low-level vocabulary type-for example, ***Good Reading for Poor Reading,*** rev. ed., by George Spache; Garrard, 1968.
- D. In addition to the daily newspapers in the area, Indian newspapers are needed. These are ***The Cherokee Nation News, The Navajo Times, Akwesasne Notes,*** and/or others.
- E. A wide selection of periodicals with some that emphasize Indian interests-for example: ***Smoke Signals, Powwow Trails, or The Sentinel.***
- F. Records and tapes of Indian music, poetry, prose, and talks by local Indian people.
- G. Colorful slides and filmstrip of Indian art, dress, and culture.
- H. Up-to-date pamphlets and clippings relating information about Indians should be in the vertical file.

II. Library environment
- A. Personnel
  - 1. Enthusiastic librarian
    - a. has awareness of specific need of Indian students.
    - b. is aware of cultural differences.
  - 2. Indian student library assistants
    - a. assist students, especially in orientation.
    - b. suggest subjects for book selection.
  - 3. Indian librarian aids (adult)
    - a. help the librarian and the students relate to one another.
    - b. assist in setting up cultural display.
- B. Physical factors
  - 1. Attractive and appealing facilities
    - a. Frequent use of Indian material on bulletin board.
    - b. Occasional display of Indian books.
    - c. Exhibits of Indian arts and crafts by students, craftsmen in the community, and contemporary artists.
  - 2. Comfortable atmosphere
    - a. Permit cooperative study.
    - b. Freedom for all students to move about quietly.

RECOMMENDATIONS FOR IMPROVING HUMAN RELATIONS THROUGH THE SCHOOL LIBRARY

COMMITTEE MEMBERS:

Mildred Hargrove, Chairman
Kathryn Hardy, Recorder
Winema Amauty, Member
Clara Barris, Member

RECOMMENDATIONS

The purpose of these recommendations is to encourage the Indian student to make better use of the library by improving human relations within these groups: school personnel, parents, students, and the community.

I. School personnel involvement
   - A. Acquaint personnel with special needs of Indian students
     1. Through faculty meetings
     2. Through curriculum planning
     3. Through disseminating appropriate materials, such as bibliographies
     4. Through indirect approach to administrators and teachers
   - B. Initiate activities to help develop interest in Indians
     1. Emphasize Indian heritage during American Education Week (See Special Programs section of this booklet.)
     2. Emphasize American Indian Day
   - C. Recommend that teaching aides be of Indian background or extraction
   - D. Encourage development of Indian culture and history courses
   - E. Have suggestions for integrating Indian viewpoint and values into curriculum

II. Parent involvement
   - A. Parent's Day
     1. Symposium on Indian concerns
        - a. Indian parents
        - b. Non-Indian parents
        - c. Government workers
        - d. Indian leaders
        - e. Businessmen
        - f. School board
        - g. Teachers and administrators
     2. Class visitations
     3. Demonstrations by Indian parents of traditional Indian skills

B. Adult Education classes
C. Use of the library
    1. List books of Indian interest on the adult interest level
    2. Use a librarian column in school paper
        a. Book reviews by students and librarians
        b. Periodical reviews by students and librarians
D. Family night at the library

III. Student involvement

A. Creative activities
    1. Art displays
    2. Bulletin board preparation
    3. Indian Culture Day
        a. Costume contest
        b. Arts and crafts' contest
        c. Indian sports contests
        d. Legend writing or telling contests
        e. Mock council meeting
        f. Indian dinner
B. Book reviews
C. Participation in library clubs
D. Panel discussions about books, cultures, etc.
E. Interchange of programs between schools
F. Use of Indian students for work in the library
G. Encouragement of Indian representation on student council
H. Participation of Indian students in evaluation and selection of books, expecially books especially books concerning Indians
I. Set up and maintain a vertical file on Indian materials
J. Set up and maintain a picture file of Indian art and leaders

IV. Community involvement

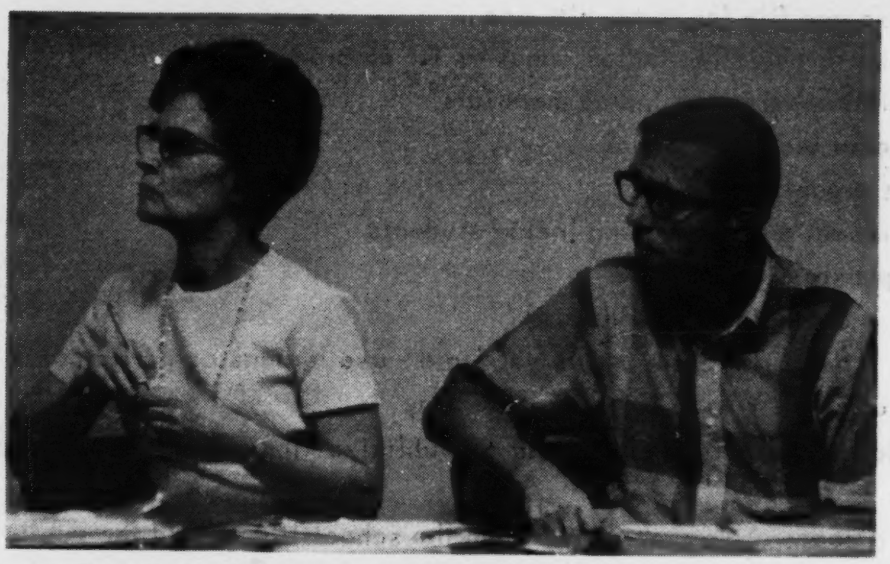
A. Set up resource file for community use
    1. List of available Indian speakers for programs
    2. Bibliographies of Indian materials
    3. Local history material
B. Use civic organizations
    1. Present programs using Indian students
    2. Sponsor activities
        a. Indian Arts Festival
        b. Girls' State and Boys' State - use Indians as participants
C. Conduct community-wide Indian Culture Day
D. Use radio and television facilities to publicize library activities concerning Indian interests
E. Develop a cooperative program between the school library and the public library
F. Offer assistance to set up libraries and volunteer work for Indian Center
G. Open libraries at night when possible and when needed

V. Librarian personal involvement

A. Recognize persons by speaking to them and calling them by name
B. Take time to be helpful
C. Update rules and regulations of the library
D. Help the Indian student to develop a positive self-image through the understanding of his uniqueness and cultural heritage
E. Create an atmosphere conducive to study or relaxation
F. Learn reading levels of students if possible
G. Accept the Indian student as an individual, not a stereotype
H. Learn some Indian words of the tribe in your locale
I. Use humor wisely
J. Be informed about local Indian customs, superstitions, living habits, and current events

Winema Amauty & Geraldine Schultz
Reflect on Speaker's thoughts

Nola Birch & Moila Bilby
Break for coffee



Cora Dunconson & Don Dresp
Listen to Speaker

MOTIVATING LIBRARY USE

COMMITTEE MEMBERS:

Marylou McNeely, Chairman
Cora Dunconson, Recorder
Edith Cribbs, Member
Wilda Haley, Member
Yvonne Lynn, Member

No matter how complete or elaborate our library facilities may be, no library is any better than the use made of it. We would like to suggest some means by which Indian students may be encouraged to make better use of library services.

Enthusiasm is a prime motivational factor, and an enthusiastic librarian can work wonders in making both the students and the staff want to use the library. As teachers and librarians for Indian youth, we cannot hope to work successfully with these students unless we understand some basic psychological concepts. We have included these in order that the teacher may become cognizant of them and use them to motivate students to greater achievement. Also we must have books and other materials which will appeal to the Indian student; hence, we have listed some bibliographies from which such materials may be ordered. No matter how much appropriate material we have, however, if we cannot get the students interested in using them we have failed. Therefore we deem a good, continuing orientation program to be invaluable. Not only must the students become familiar with all the facets of the library services, but also the faculty must become acquainted with and make use of these services. If the faculty and students are not actively involved in the library, they are not really using the library. Use is also facilitated by the actual physical appearance of the library. We have suggested some means by which we can visually encourage people to want to use our facilities.

Our goals as librarians should include; to help make the Indian student feel that he is an important part of the school system; that he has something to contribute to the school that no one else can contribute, and to foster a desire to learn not only about his own culture but also about cultures of other peoples, and to experience the joy of learning for both pleasure and information.

TIPS FOR TEACHING INDIAN STUDENTS EFFECTIVELY

1. Never criticize destructively--be constructive. Accent the positive. Success breeds success just as failure breeds more failure.
2. Praise in private, not before the whole class.
3. Recognize the child who thinks in another language and allow him sufficient time to translate both the question and the answer from his native tongue to English.
4. Establish individual goals which are within his grasp for each child. Use positive reinforcement for desired behaviors immediately.
5. Let him reinforce his own learning by his success in reaching each goal, no matter how short the step it takes to reach that goal. Frustration will lower efficiency.
6. Many different experiences must be provided to assault all the senses as no two children learn in exactly the same manner. Activity is basic to learning. The known experiences of a student should serve as a springboard for all new learning. Self determined goals are more effective than teacher directed activities. Use many methods. Remember behavior is caused.
7. Establish and maintain a warm climate where each child is recognized as a worthy individual; reject none as unworthy or hopeless. Each child has intrinsic worth. Each is unique.
8. With Indians a sense of time is very slow to develop and this must be realized and allowed for. Pressure here will NOT work.
9. A moderately structured class is more comfortable to most disadvantaged students than either a strictly structured or a permissive atmosphere.
10. Shut up and let the students learn from one another--you just set the stage--a climate for achievement.
11. Children tend to see themselves as others see them--good, smart, talented, etc., or the opposite.
12. English idioms are foreign to Indian students. Be careful how you say what you say. Use explicit directions and give instructions one at a time. Don't assume the child knows the meaning of all the words you use. Indians traditionally do not ask questions even if they don't understand.
13. Help the child build a positive self image with pride in his culture. Become familiar with the local tribe(s)' culture, i.e., subsistence, housing, clothing, crafts, social organizations, political system, religion and mythology, language and values; and respect them as valuable contributions to the class.
14. An effective teacher must understand the children she teaches, and she cannot acquire this knowledge without considerable effort on her part.
15. Success in school depends upon success in reading.
16. Indian students are not customarily asked for their opinions. Develop this slowly.
17. Smile--be friendly but not pushy. Respect the child's right to privacy.
18. Respect their tradition of the lowered head as an indication of respect.
19. Become informed as to family relationships. Biological, social, and extended families are quite different entities.
20. Be consistent in your treatment of your students.
21. Understand that the Indian culture is non-competitive.
22. Be aware of value differences and don't try to inflict your values upon him. Give him a choice. Many Indian children are reared in a culture far different from the teacher's. Let him choose the best of each and respect his choices.

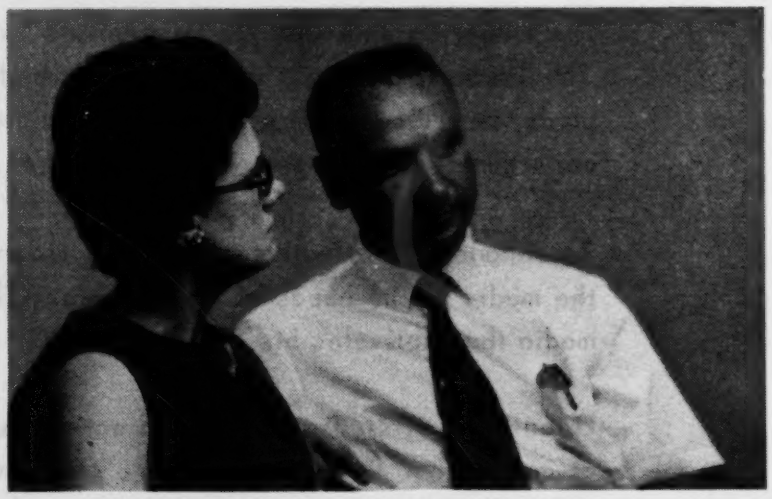
American Council of Education, ***Helping Teachers Understand Children,*** Washington, D. C.: Commissi on Teacher Education, 1945.

Engelking, D. F., ***There's an Indian in Your Classroom,*** Boise: State of Idaho, Department of Education, Revised, July, 1968.

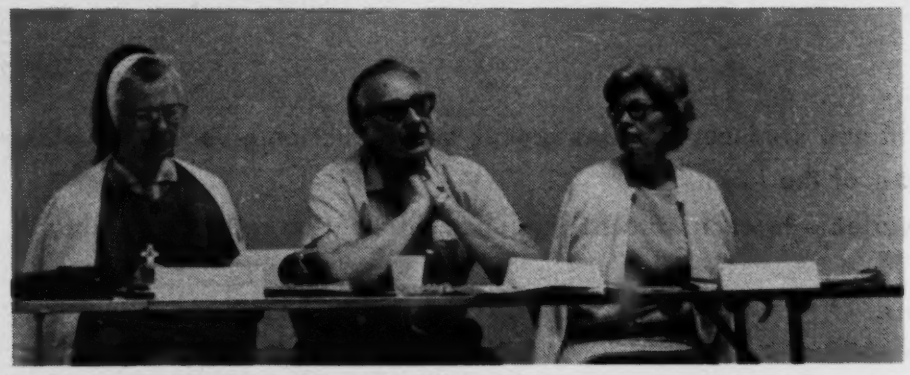
Finocchiare, Mary, ***Teaching English as a Second Language in Elementary and Secondary Schools,*** New York: Harper & Bros., 1958.

Roessel, Robert A., ***Handbook for Indian Education,*** Los Angelos, Calif.:

Watson, Goodwin, ***"What Psychology We Can Feel Sure About",*** Atlantic City: The New Jersey State Curriculum Workshop, Nov. 12, 1959.



Beverly Gerard & Jerry Hosman
Listen intently to discussion



Sister Cecilia Ward & Jo Howard
Are Spellbound by Don Gribble's Rhetorical Essays

L to R Nola Birch, Mae Jennings, Moila Bilby, and Betty Hammer Go Over Reports

TIPS FOR LIBRARIANS

MOTIVATING THE STUDENT

I. ORIENTATION

A. Introduction

The Librarian searches for "essentials" in developing the library program for the student. The library becomes a media center which includes books, films, filmstrips, microfilm, records, periodicals, art prints, transparancies, models, kits, globes and maps. The materials are organized, cataloged, shelved, filed or displayed and made accessible to the user.

To enhance the effectiveness of this program, activities performed by the library staff relate the media to the needs of its learners. The staff is challenged to find for each student the media that motivates his desire to learn.

Orientation of students in varied activities, with the use of different media, provides means of motivation. How and when the program is implemented depends on the flexibility of the curriculum, the planning of teachers, the school calendar, and the librarian's schedule. It is advisable, however, that all students visit the library early in the school year.

B. Suggested Activities

1. Orientation is given to new students in class groups by instruction given in the classroom followed by a tour of the library.
2. Library Handbook, available to each student, includes information relevant to library use.
    a. Library hours
    b. Plan and objectives
    c. Arrangement of books
    d. Classification of materials
    e. Policies and procedures
    f. Reference books
    g. Periodicals and newspapers
    h. Special collections
    i. Lost books
    j. Student help

3. Instruction in the use of the handbook involves several activities going on at the same time in the media center. Small groups progress to the different activities presented by different school personnel.
    a. Librarian
    b. Audio-visual specialist
    c. Classroom teachers
    d. Students (Indian)
4. Map of the library is available to all students. (Transparancies with colored overlays are used to show plan and arrangement.)
5. Provision for group guidance in reading is made.
    a. Discussion groups for young people
    b. Teacher-conference
    c. Recreational reading
6. Individual guidance in reading is provided..
    a. Assistance in locating reading materials
    b. Assistance in selection of reading materials
    c. Instruction in using encyclopedias by company representatives in educational divisions
7. Author-autograph parties are held in the library.
8. Extended hours of library service are available to high school students, depending on need. (Notice posted)

II. BOOKS AND MATERIALS

Many Indian students become discouraged about using the library because of reading difficulties or a shortage of books about subjects which interest them. The library can, at least partially, overcome these problems by securing a plentiful supply of high interest--low level vocabulary books and materials about Indians. Below are listed bibliographies which should prove helpful in these areas:

Library Services Institute for Minnesota Indians. ***American Indians, An Annotated Bibliography of Selected Library Resources,*** Minneapolis: University of Minnesota, 1969.

The American Indian: some recommended titles for secondary schools, No. 31, Oklahoma State Department of Education, Library Resources Division, June, 1969. (Free)

Allen, T. D. ***The American Indian Writing and Speaking for Himself.*** Santa Fe, New Mexico: 1970.

Idaho State Department of Education. ***Books about Indians and Reference Material.*** Boise, Idaho: Indian Education, 1968.

The Library of Congress. ***Folk Music and Tales.*** Washington, D. C.: Music Dvision, Recording Laboratory.

Let's Read Together: American Library Association, 1969.

Materials on Indians of North America: an Annotated List for Children: Cooperative Children's Book Center, 411 West, State Capitol, Madison, Wisconsin, 53702.

South Dakota Indian Bibliography: South Dakota State Library Commission, 322 S. Fort Street, Pierre, South Dakota, 57501, 1969.

We Read: Selected Lists of Children's Books and Recordings: a bibliography of recommended books and recordings for disadvantaged children, 1966, American Library Association. (Single copies free).

Participants reviewing materials

Betty Hammer & Sheila Alexander Working on their reports

MOTIVATING THE FACULTY

The classroom teacher makes the final decision about what is actually taught in the classroom. In order that the teacher may be able to make full use of the library as a resource center for learning, it is mandatory that he be knowledgeable of all its resources. The librarian may serve to orient the faculty to these resources by:

1. Preparing a brief guide for use of the library for the teachers.
2. Giving teachers a copy of the student handbook.
3. Providing in-service training for new teachers to acquaint them with the library services. (also acquaint the other teachers with any new innovations.)
4. Encouraging teacher visits to the library by having teachers meetings there, by having the coffee pot ready, etc.
5. Showing by word and action that the librarian is interested and ready to make available the library resources. (opening the library before and after school and during the noon period.)
6. Inviting people who are knowledgeable of Indian customs and culture (BIA and others) to talk to faculty about Indian culture.
7. Encouraging family night at the library and encourage faculty to attend.
8. Providing a continuous program of "selling" the library.
   a. Circulate a monthly newsletter (oftener if necessary) listing the newly arrived materials.
9. Providing bibliographies about and by Indians.
10. Having Indian collection (books, pictures, artifacts, etc.)
11. Making definite effort to build the materials by and about Indians.

Participants

View an Innovative Elementary School Media-Resource Center
Kennedy Elementary School
Norman, Oklahoma

Robert Muehe discusses innovations in Washington State

HINTS FOR INTEGRATING INDIAN HISTORY AND CULTURE INTO THE CURRICULUM

COMMITEE MEMBERS:

Sister Cecilia Ward, Chairman
Sheila Alexander, Recorder
Louis Rawlings, Member
Sister Maura Daily, Member

Purposes and Objectives:

--to help solve probelms and alleviate tensions through education about the communication with ethnic groups

--to improve the self-image of Indian students and help teachers and others with Indian children to understand them more fully and to promote happier relations between human beings.

--to assist teachers and students in attaining greater understanding of the ways of thinking among the Indian peoples within their culture.

--to provide sufficient background information and bibliographies to help teachers at all grade levels to become better acquainted with the Indian and to stimulate independent reading and study

Introduction:

1. What is a "hogan"?
2. Who was one of the first great Indian athletes?
3. What is the purpose of the totem pole?
4. Who was the great Indian humanitarian commentator?
5. Why do the Apaches do the "Devil Dance"?
6. For what is Sequoyah remembered?

If you haven't done well on this quiz, don't toss it off to poor memory!

Everyone forgets facts, but you can't forget facts you haven't been taught. The American Indian has been deprived of his heritage, his history, and his heroes. And, equally tragic, the "white" American has been deprived of knowledge about the understanding of the Indian race and its past. The need to integrate the curriculum is therefore urgent!

One does not have to write an Indian history. It has been written and even more important is being rewritten for all grade levels and for all ability levels. An example of this and an illustration of the need for teachers to learn and teach history of a local tribe is the Uintah School district at Vernal, Utah. They have written a text on Ute Indians and it is taught in the public school. (A copy may be obtained by writing and enclosing $4.00 plus postage.) Also, Indian history is available in hard-cover books, paperbacks, filmstrips, recordings, movies, and programmed courses.

One does not have to devise new curriculum guides. However, in order to integrate Indian history and culture into the curriculum, one should:

1. Have effective, competent, and sympathetic workers introducing content of Indian history into the curriculum.
2. Consult local tribal leaders and youth and invite them to take an active part in developing the curriculum.
3. The administrator, the teacher, the librarian, and the instructional materials specialist need to discuss their present program and its needs regarding the inclusion of materials about Indians and make a supplementary list available together with print and non-print materials on hand.
4. Correct distortion in present American history testbooks. (one might profit by reading ***TEXTBOOKS AND THE AMERICAN INDIAN*** by the American Indian Historical Society, Rupert Costo, editor, as most history books do not tell the Indian side of the Indians' contribution to the history of the United States. This gook gives a criteria for evaluation, but one must be alert to the negative viewpoint.)
5. Fill in the Indian "vacuum" in areas other than history: for example, in reading, literature, art, music, science, and in the school library.

By pinpointing the myths and holes that exist in current texts, problems can be diagnosed and answers prescribed. Praise the good, fill in the gaps, and show how the subtle powers of ignorance can lead to prejudice.

The demand for more information about the Indians' contribution to American history is a legitimate demand. Enlightened school leadership will ultimately channel the forces of social change into constructive.

Programs developed to assimilate the American Indian into the Anglo community have failed perhaps through misunderstanding and misdirection. Therefore, the nation's public school system must shoulder the major share of the responsibility for rectifying this situation. The task is not as tough as as it may seem!

Suggested resources and activities to enrich the curriculum:

RESOURCES:

Indian centered magazines
Indian centered newspapers
Others: books, maps, bulletin boards, etc.

ARTS & CRAFTS:

Coloring books
Traditional clothing and costumes
Bead work
Leather work
Clay models
Indian dioramas
Student made scrapbooks
Others

AUDIO-VISUAL MEDIA:

Make and produce own films and slides pertaining to Indian history and culture
Send blank tapes to other Indian tribes to obtain first hand recordings
Oral history
Make use of programs on educational television
Prepare multi-media kits
Produce video-tapes

PUPIL ACTIVITIES:

Study local tribal governments, reservation government, and customs of local tribes
Act out plays, skits, and role playing which may be written and directed by pupils
Learn how to evaluate material about Indians
Field trips and visits to museums and other historical spots
Student written biographies of local Indian people
Graveyard history and archeological field research
Pen pals with students on reservations
Publish newsletters for exchange of ideas
Play Indian games and learn Indian dances
List Indians' present day achievements
Compile Indian contributions such as names, food, places, etc.

FURTHER SUGGESTIONS:

Indian aides to work in schools
Organize a native American club
Show the Indian community what is being done in the schools and get them involved
Be informed of and attend tribal events: dances, pow wows, ballgames, etc.
Invite authors of Indian materials and resource people of the community to speak (e.g. BIA officials, tribal representatives, etc.)
Make use of resource centers and materials such as the Instructional Service Center, P. O. Box 66, Brigham City, Utah 84302

A SUGGESTED REFERENCE SOURCE IS:

Kansas State Department of Education and Kansas Commission on Civil Rights. ***Guidlines for Intergrating Minority Group Studies Into the Curriculum of Kansas Schools.*** Topeka: Kansas State Department of Education, Sept. 1969.

SPECIAL PROGRAMS AND PROJECTS TO BE INITIATED BY THE LIBRARIAN

I. Human Resources File ..... Janice Crump

II. Displays and Exhibits ..... Alma Ogden and Loris Dickey

III. Book Fairs ..... Betty Hammer and Wilma Rasmuson

IV. Book Talks ..... Joyce Stewart

V. Independent Study ..... Mae Jennings

Yvonne Lynn & Alma Ogden
Study the resources at
Kennedy Elementary School
Norman, Oklahoma

Beverly Gerard shows us her library.

SETTING UP AND IMPLEMENTING A HUMAN RESOURCES FILE

I. Factors to be considered

A. Economic conditions of community
B. Social conditions
C. Educational background
D. Specific interests of community
E. Cultural differences

II. Information to be included in file

A. Names of specific organizations to be contacted
B. Name, address, occupation, and special talents of Indian artists, authors, poets, and etc.
C. Time of availability
D. Cultural background

III. Suggestions for developing special programs from human resources file

A. Display Indian art, handiwork and culture--especially those of local artists, who could be invited to speak to students.
B. Form an Indian Club and allow members of it to contact special speakers.
   1. Publicize these programs in advance
   2. Make tapes, pictures and slides of speakers to be kept in file
C. Hold open house with Indian displays and special program numbers such as dances and music.
D. Ask speakers from different vocations to speak to students about special careers
E. Hold seminars on Indian values, attitudes, etc.
F. Have an Indian culture program to help the non-Indian in the community understand and appreciate Indian people.
G. Proclaim an Indian Day annually for the community with radio, television and newspaper coverage of special Indian oriented events such as dances, foods, etc.
H. Plan field trips to places of special interest about Indians
I. Cooperate with Art Department on displays of ancient and modern Indian art, paintings, sketchings, sculpturing, etc.

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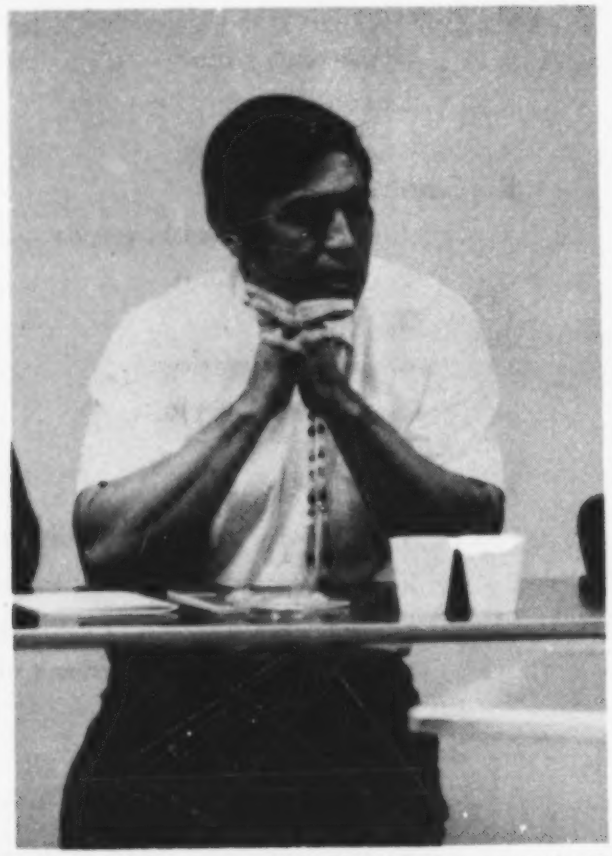
Sullivan, Peggy. ***Impact: the School Library and the Instructional Program.*** American Library Association. Chicago, Illinois. 1967.

Sister Teresa Rigel & Loris Dickey Study some material

Lotsee Smith Recording the Speakers



Tommy Holder, a member of the Delaware tribe & a School Board member - Gives some insights into the Indian student's problems

DISPLAYS AND EXHIBITS

I. Bulletin Boards

A. Indian words and language
   1. Words common to different tribes
   2. Commonly used words of locally spoken language
   3. English words derived from Indian languages
   4. Indian place names
   5. Sign language
   6. Compositions in Indian language displayed beside same composition in English

B. Indians in the news
   1. Indians in local, state, and national government
   2. Indians prominent in tribal affairs
   3. Indian artists, movie and TV stars, writers, musicians, etc.
   4. Prominent Indians of yesterday

C. Dress
   1. Traditional clothing
   2. Contemporary dress
   3. Ceremonial costumes

D. Homes
   Historical, tribal
   Local

E. Crafts
   1. Articles used in games
   2. String pictures
   3. Masks
   4. Jewelry making
   5. Pottery making

F. Art
   1. Art work done by individual students
   2. Art projects produced in group work
   3. Art work produced by local citizens
   4. Prints and reproductions of work by famous Indian artists

G. Book jackets
   1. Jackets from books by Indians
   2. Jackets from books about Indians
   3. Jackets made by students for books that they expecially liked

H. Announcements
   1. Events of special interest to Indians--dances, ceremonies, athletic events, fairs, rodeos, etc.
   2. Pictures and articles from local newspapers concerning activities and accomplishments of Indian students and/or Indian organizations in school

I. Local tribal news
   1. Organizations
   2. Leaders
   3. Activities

J. Compositions
   1. Myths and legends
   2. Original stories
   3. Poetry
   4. Autobiographies, histories

K. Legends and myths
   1. Books
   2. Sketches
   3. Titles
   4. Questions

II. Displays

A. Mobile selection of pictures, crafts, art work, models, etc., which can be taken to classrooms. Can be displayed on portable bulletin board, table, or book truck.

B. Mobile collection of books to be taken to classrooms

C. Models of homes, canoes, weapons, tools, etc.

D. Enclosed glass display case
   1. Jewelry
   2. Arrowhead collections
   3. Masks
   4. Pottery
   5. Ribbon and bead work
   6. Artifacts

E. Glass topped tables--any kind of flat display, such as pictures, drawings, newspaper items, etc., can be displayed under the glass top and changed frequently.

III. Maps

Use a large map of the U. S. and color a certain section to show the location of a particular Indian tribe. Accompany with appropriate display of books, art, crafts, etc., pertaining to this tribe. Continue each week until all major tribes have been spotlighted.

IV. Closed circuit TV, if abailable, produced in media center and broadcast to classrooms or auditorium

- A. Plays (clasroom produced)
- B. Slides
- C. Vocal music
- D. Movies
- E. Filmstrips
- F. Library Club activities
- G. Indian Club activities
- H. Book talks
- I. Bulletins about special events

V. Bait

- A. Play Indian music at certain times
- B. Run continuous slide projections
  1. Arts and crafts
  2. Homes
  3. Tribal history
  4. Indian culture
- C. Indian food

  Display and serve traditional Indian foods prepared by local Indians
- D. Indian medicine

  Display herbs (or substitute pictures), roots etc.

VI. Bookshelf of books by Indian authors

VII. Special corner for collection to be changed frequently

- A. Tribal customs
- B. Special days
- C. Geographic areas
- D. Paperback books of interest to Indians

VIII. Mini-Indian center

- A. Books by Indians
- B. Books about Indians
- C. Arts and crafts, both from within and outside the school
- D. Music (records and tapes)
- E. Pictures
- F. Indian periodicals and publications

IX. Resource file of Indian materials for displays

- A. Pictures
- B. Sketches
- C. Newspaper and magazine articles
- D. Student writing
- E. Information for field trips

F. Bibliographies of materials and books
G. Teaching units for teacher reference
H. Tapes of book talks by students

X. Media center where students can listen and look for pleasure

XI. Book marks

XII. Publications

A bound collection of compositions by Indian students to be kept permanently in the library. This project might be sponsored by the Library Club or the Indian Club.

NOTE: Although many suggestions are made here for bulletin boards and displays, librarians should keep in mind that some of our traditional methods of trying to reach Indian students have not always worked. Look for materials and methods which are fresh and different. Pay particular attention to local Indian culture. Try letting your Indian students reach you, instead of trying so hard to reach them.

Lotsee Smith Presents her views

W. B. Narcomey catching a moment of rest

BOOK FAIRS

Purpose: To promote, through reading, interest in Indian culture and history as a part of the library services to students.

I. Solving problems involved in setting up a book fair

A. Sell the administration and faculty on the value of a book fair for and about Indians
B. Contact publisher who has books pertaining to Indians (For example: University of Oklahoma Press)
C. Set date for fair at most convenient time for involving the majority of students

II. Publicity is an important part of promoting book fairs

A. Use bulletin boards to give pertinent fact and to draw attention to fair
    1. Date of fair
    2. Type of fair
B. Write articles and ads in student newspaper
C. Announce in superintendent and/or principal's bulletin
D. Give skits on books about Indians in assembly programs
E. Talk (or let students talk) to civic groups & Indian groups

III. Display books in library (Extend for at least one week)

A. Arrange table displays of books by a particular author, or books about a particular tribe, customs, myths, etc.
B. Give short, enthusiastic book talks about special books

IV. Contact and use Indian organizations in the community

A. Interest adults by having street book fairs at convenient down town places
B. Sell and take orders for paperbacks as well as for hardbacks if they are available in the books selected for the fair
C. Involve as many people, students, teachers, parents, as well as library personnel in book fairs for success
D. Encourage Indian Club at School or other Indian organization to sponsor the book fair as a profit making venture.

BOOK TALKS

Purpose: to create interest in reading Indian books by all students. This may be done by three main groups in the school.

I. Librarian

A. Review a book he has read, such as ***Navajos Have Five Fingers,*** and explain origin of title and a little Navajo history, background, culture, legends leading to the talk.

B. Select materials to develop pride in Indian children.

C. Follow guidelines in evaluating books about American Indians as in the areas of Indian identification, values, stereotypes or human beings. Books used should fit curriculum, show both sides, and be based on the authority of a qualified author. If in doubt about a certain book, have it reviewed by or evaluated by a historian, person of Indian heritage, or one who is sympathetic with the Indian's heritage. Choose books to review according to age of the student group affected.

D. Be alert to present day achievements of Indians--sports figures, actors, tribal officials, authors, artists, and in all phases of American life.

II. Teachers

A. Have book lists prepared to hand out when covering certain units. If teacher does not care to review books himself, librarain or assistants can be available. Use indirect approaches to reach teachers.

B. Encourage class projects from books, as posters or plays of book scenes, etc.

III. Library assistants or Club

A. Put on a special program to a class or any group, telling about Indian books they have read. The Club can act out certain scenes in stories or colorful characters. Prepare costumes and use Indian regalia in these demonstrations.

B. For younger classes, tell the beautiful Indian legends or draw posters to illustrate.

C. Talks or scenes may be videotaped to show them to other schools or to P-TA programs.

D. Encourage the student to express himself and involve him in letting him choose his own book to review or depict. "Give the student something to do, not something to learn, because doing demands thinking and learning is the result"-John Dewey.

The talked-about books will be shelved together in a special section in the library and will be accessible to all with the librarian nearby to give guidance if needed. They may also be used in displays and the art class might be interested in making art objects about the stories, characters, or legends. Library assistants or Club can be responsible for making illustrated book jackets or book marks.

Depending upon what is available in the library or media center, slides, films, pictures, filmstrips, etc. can be used at different times to supplement the book talks and create more interest in the American Indian and his heritage as found through the world of books. Even the books may be preserved by making a recording when a book is reviewed and this will stimulate other readers.

INDEPENDENT STUDY

I. Teacher

- A. Suggests topic
- B. Holds seminars for discussion of topics
- C. Has individual conferences
- D. Approves the project
- E. Checks periodically on student progress
- F. Evaluates students project

II. Student

- A. Selects specific topic
- B. Sets completion date
- C. Proposes methods of developing project
- D. Identifies and locates all available materials
- E. Reports periodically to teacher

III. Librarian

- A. Orients students to location of materials
- B. Prepares bibliographies
- C. Provides lists of available audio-visual materials
- D. Locates other sources of information

IV. Nonprint materials

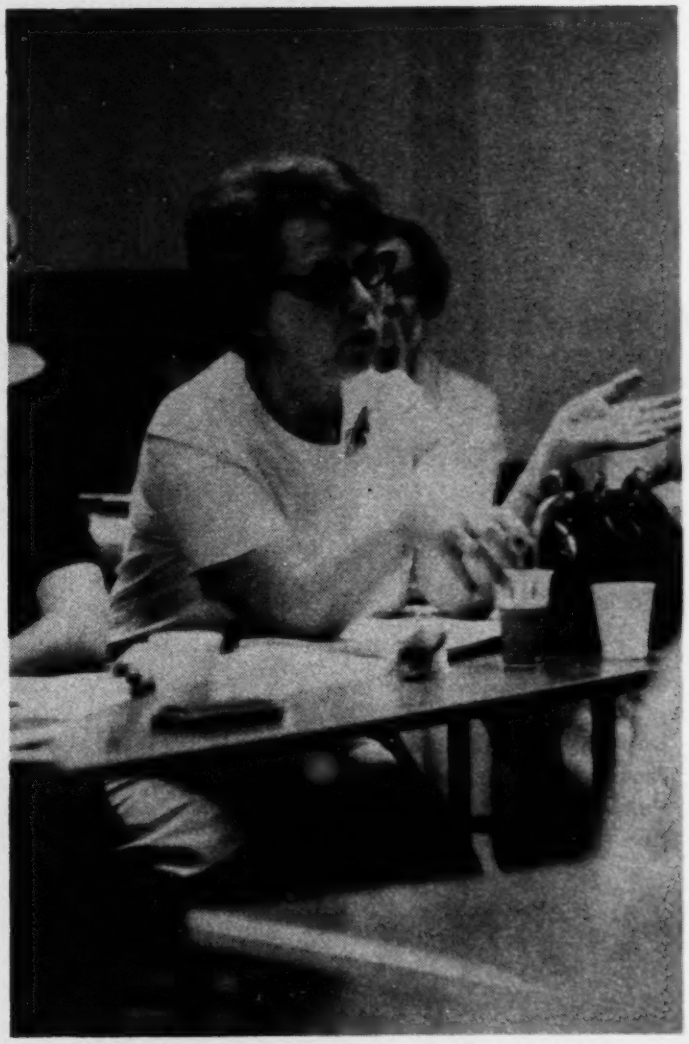
- A. Film Strips, 16MM films, 8MM films
- B. Tapes
  1. Interviews and presentations
  2. Speeches
  3. News media
- C. Scale models
  1. Mock-ups
  2. Mock-downs
  3. Globes and maps
- D. Slides and transparencies
  1. Prepared by students
  2. Commercial
- E. Regalia

V. Activities

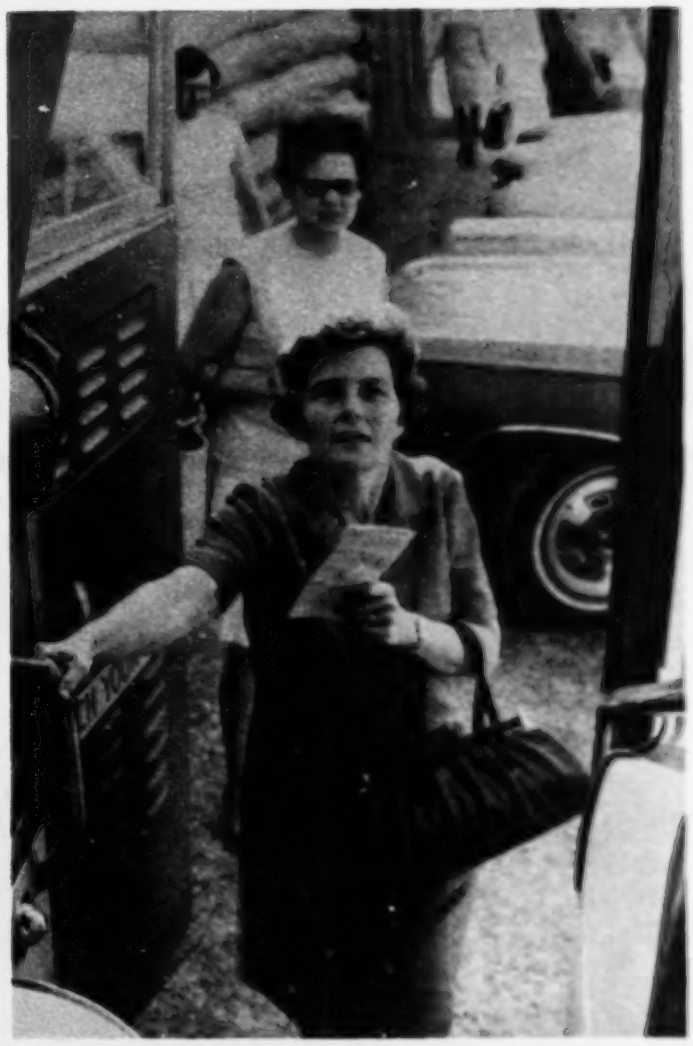
A. Field trips
B. Group discussions
    1. Students with related subjects
    2. Supervised and non-supervised
C. Display of completed project

VI. Evaluation

A. Student reports orally on his investigation
B. Summary of objectives
C. Storage for future reference



Mae Jennings argues a point



Moila Bilby & Beverly Gerard return from viewing historic Fort Gibson

PUBLIC LIBRARY SERVICE TO THE INDIANS

Committee:

Don Dresp, Chairman
Jo Howard, Recorder
Don Gribble, Member
Dick Madaus, Member
Moila Bilby, Member

PUBLIC LIBRARY SERVICE TO THE INDIANS

Preface . . . . . Madaus

I. Objectives . . . . . Bilby

II. Program

A. Public Library Checklist . . . . . Gribble

B. Extended service to the Indian

1. Outside Library, as Bookmobile. . . . . Dresp
(Media Machine)

2. Inside Library (how to get the Indians to participate in use. . . . . Howard
of the library)

III. People to people relationships--Communications . . . . . Madaus

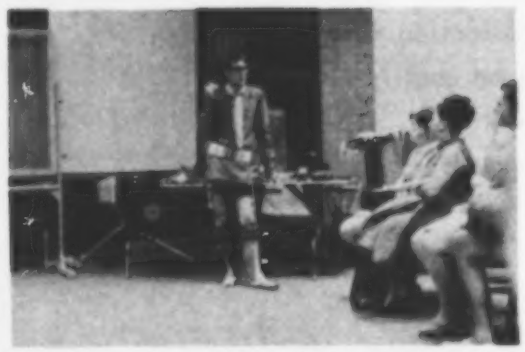
Don Roberts explains his unique programs in the Venice, California Public Library

Preface

The local situation is a critical consideration when dealing with Indian people. A detached, objective viewpoint and general suggestions are all that can be expected of a work of this type. We ask you, the reader, not to take our suggestions as gospel. We desire only to stimulate thoughts and create an atmosphere for a healthy attitude. You must, at all costs, design a program relative to your own situation.

Avoid, like the plague, sterotyping. All Indians do not wear beads and feathers, or dance, or weave blankets. Know the Indian of your area, both as an individual and culturally. You may be surprised what your **friend** (not your "patron") can teach you if you have ears to hear and eyes to see.

Dr. Dale Jordon discusses reading problems



Dick Madaus discusses tribal costumes & dances

Lotsee Smith using some "body English" on the projector.

I. OBJECTIVES

A. Improving attitude and awareness of librarians
B. Motivating users--Indians
    1. By building a local history collection
    2. Keeping a vertical file of news clippings
    3. Providing relevant periodicals and newspapers
    4. Providing other relevant books and materials
C. Giving adequate library service
    1. Developing collections--Indian literature
    2. Collecting and developing oral and media material
    3. Making materials easily accessible and available
    4. Centralizing facilities
    5. Providing meeting room
D. Determining the needs and interest in your community
    1. Providing material for different levels of maturity and interest
    2. Using library experiences to develop use of other library resources in community
E. Staffing
    1. Developing awareness of attitudes, through increased knowledge and personnel training
    2. Familiarize with local history as well as current trends of the library
    3. Provide sufficient number of library personnel to perform desirable duties
    4. Seek aware, dynamic and enthusiastic staff
F. Budgeting
    1. Consider special needs of various groups
    2. Develop special collection suitable for minority groups
    3. Seek adequate space for extended programs
G. Aim for ALA standards for public library
H. Book selection policy
    1. Devise a systematic collection development plan
    2. Provide materials of good quality
    3. Do continuous re-evaluation
I. Know library laws and developments
    1. ALA
    2. State organizations
    3. Local policies
J. Provide non-book media
K. Plan cooperative programs with school, library and media center

II. PROGRAM

A. PUBLIC LIBRARY CHECKLIST

A public library belongs to a network of libraries serving the public throughout the world. No public library by itself can adequately provide materials sufficient in number to satisfy all the needs of its patrons. It must therefore depend on other libraries in the network and must itself be depended upon by them in serving the public's needs.

Prerequisite to satisfactorily fulfilling a public library's function of serving the public is an adequate organization for economical and efficient operation.

The accompanying checklist for your library will help indicate to what level it participates in public library services.

Three blanks appear after each of ten statements in the checklist. In blank 1, a symbol will represent your estimate of how well your library fulfills the statement's meaning ***in theory or principle;*** in blank 2, how well it fulfills the statement's meaning ***in fact or practice;*** in blank 3, how well it fulfills the statement's meaning ***in regard to the needs of Indian people.***

In the blanks, insert symbols ranging from 0 to 10, from "non-existent" to "ultimate level of achievement." Symbols between 1 and 10 enable you to evaluate your library with respect to the extremes as necessary.

An honestly marked checklist total of any one set of blanks can be read as a percentage, the percentage of theoretical, actual, or Indian people's service your library gives according to your estimate. Also, statements to which you assigned a low symbol identify areas which can be improved. Those to which you assigned a high number are to your library's credit and should be maintained or improved.

I. The people's library--what "public" library means--by its very nature does not discriminate in its service to the public, either among race, color, creed, culture, religion, political persuasion, social status, and citizenship, or among local, state, national, and international boundaries. What is public belongs to the people and cannot rightfully be denied any one person or segment of the public. Regulations governing use of public library materials assure its availability to all and are carefully framed so that usage is not denied to the public.

1 _____ 2 _____ 3 _____

II. Fundamental to the public library's mission are library policy, governance, administration, physical plant, and operations. All are intersensitive and respond to public stimulus.

1 _____ 2 _____ 3 _____

III. Public library policy is dictated by the public and promulgated by the library's governing body with the assistance of the manager (librarian, director), who is responsible to the governing body for administration, physical plant, and operations.

1 ——— 2 ——— 3 ———

IV. A public library's policy statement is a written document including the ***Library Bill Of Rights*** and the ***Right To read.*** It conforms to law and to one or more library codes and is amended as needed to include omissions and to revise statements according to changes in law and codes. The library policy statement is always readily available for public perusal.

1 ——— 2 ——— 3 ———

V. An effective statement of public library policy assures an operation adequately meeting the requirements of all the public within the library's local boundaries of service and, in addition, such intra- and inter- state, national and international public requirements as are legally and economically possible.

1 ——— 2 ——— 3 ———

VI. The public library governing board is an instrument of the public and therefore develops library policy only after consulting all segments of the public, thoroughly studying applicable laws and codes, and hearing the recommendations of its public library manager.

1 ——— 2 ——— 3 ———

VII. Public library policy precedes administration, physical plant, and operations and dictates procedure to the library manager.

1 ——— 2 ——— 3 ———

VIII. Administration, physical plant, and operations are the ultimate responsibility of the public library manager, but he delegrates responsibility as the situation requires, according to administrative policy. Administrative policy develops from library policy and encompasses these elements among others:

A. Personnel
    1. Professional, para-professional, clerical, and service (Equal opportunity employer?)
    2. Written job descriptions
    3. Wages and wage scales
    4. Fringe benefits
    5. Retirement
    6. Promotions and terminations
    7. Professional memberships paid by library
    8. Orientation

B. Finance
    1. Budget
    2. Accounting
    3. Auditing

C. Planning
    1. Growth
    2. Expansion
    3. Extension

D. Annual Report 1 _____ 2 _____ 3 _____

IX. Physical plant houses the public library function and contributes to library service. The manager's responsibility involves the following among others:
    A. Buildings and their equipment
        1. Maintenance
            a. Custodial service and supplies
            b. Electrical, cooling, and heating services
            c. Repair and replacement
        2. Remodeling
        3. Renovation
        4. Additions
    B. Grounds
        1. Maintenance
        2. Landscaping

C. Automotive (cars, trucks, tractors, media machines, etc.)
    1. Maintenance
    2. Repair, remodeling, renovation, replacement
    3. Additions

1 _____ 2 _____ 3 _____

X. Operations, the management area toward which library policy is directed and for which administration and physical plant exist, include the following among others:
    A. Print and non-print media collection
        1. Maintenance
        2. Repair
        3. Replacement
        4. Selection
        5. Duplication
        6. Acquisitions and preparation
        7. Cataloging and classification
        8. General and special bibliographies
        9. Circulation
        10. Inter-library cooperation
        11. Withdrawals
    B. Public Meetings
        1. Library sponsored
        2. Non-library sponsored
    C. Promotion
        1. Bulletin boards
        2. Displays
        3. Advertising
        4. Civic cooperation and participation
        5. Professional cooperation and participation
    D. Hours and days of operation
        1. Daytime seven days a week
        2. Evenings except Saturday and Sunday

E. Additional services
   1. Lectures
   2. Resource personnel
   3. Film programs and series
   4. Concerts
   5. Exhibits
   6. Classes and workshops
   7. Reference service
   8. Child care (baby sitting)
   9. Consulting
   10. Field trips
   11. Demonstrations

1 _____ 2 _____ 3 _____

Jerry Hosman emphasis on a point

Don Gribble
Got a question?

EXTENDED SERVICE

1. OUTSIDE LIBRARY, AS BOOKMOBILE (MEDIA MACHINE)

PREFACE:

1. Know the Indians in your area and let the Indians in your area know you
2. Get Indians involved and get involved with Indians

INITIAL STEPS FOR LIBRARIAN:

1. Be as well known on the reservation as in the community
2. Involve City Manager in your planning and program
3. Consult Library Board about program for service to Indians
4. Orientation of Library staff
5. Librarian in charge of program to spend sufficient time planning and organizing Indian program
6. Work for community support for program
7. Consult State Library and see how it can serve with you on Indian service

PROGRAM:

Bookmobile (Media Machine) to service Indian community during week

1. Employment of a Indian or Spanish-American paraprofessional to service Bookmobile at the reservation
2. Employment of a Neighborhood Youth Corp page of Indian nationality
3. Book collection to consist of 2000 to 6000 volumes
   a. Emphasis on Indian books, both History and tribal history
   b. Emphasis on a Children's collection pertinent to Indians
   c. Paperback collection to check out and to give away
   d. Special interest books on subjects such as alcoholism, sports, cars, poverty, education, crafts, and medicine
   e. Emphasis on Spanish books
4. Emphasis on media materials such as films, filmstrips, slides, projector and screen, phonograph, tape recorders (print materials may not be relevant to a non reading community)
5. Story hour on the reservation. Emphasis on Indian stories told by Indians
6. Emphasis on free materials such as NATIONAL GEOGRAPHIC, ARIZONA HIGHWAYS to give away (invite patrons to donate these)
7. Free supply of bookmarks, classic comics, comic books, and Literature in comic book format
8. Community pamphlets and announcements to hand out
9. Circulating Indian periodicals
10. Games and puzzles for children to check out
11. Pamphlets on Indians, arts, and crafts
12. Have bibliographies available to interests of Indians
13. A Bulletin Board display on Bookmobile done by the Indians you serve
14. Reference question box for Indian patrons
15. A knowledgable staff member knowing "survival" information needed by the Indian community
16. Two way radio in Bookmobile for reference; encourage use by Indian patrons on their own

FOLLOW-UP PROGRAM:

1. Adjust ALL library rules for the Indian patrons such as fines and non-resident fees
2. Plan a long range program for the community library and the Indians that the library serves
3. Work on State Library Association and see if the Association can have a special sub-committee dealing with library service for Indians
4. Contact agencies such a local university to see if they can assist as consultants in the program
5. Compile a file of community resource people
6. Plan to have a rotating book collection of 500 to 1000 books at a local meeting place on the reservation

Jack Ellison
Tribal Relations Officer,
Bureau of Indian Affairs,
Muskogee, Oklahoma

Wilda Haley & Janice Crump
Boarding the bus

Winema Amauty discusses Indian Education
with Smartlowit

2. INSIDE THE LIBRARY

a. Build collection of Indian materials

1. Books about Indians
2. Books by Indians
3. Magazines and newspapers of special interest to the Indians
4. Books about Indian Arts and Crafts and Artifacts, as painting, pottery, basketry, beadwork, sculpture, etc.
5. Indian Music - develop collection of Indian music records and tapes - to preserve for historical collection and to circulate.
6. Oral history - develop an oral history collection of tapes through interviews, speeches, etc. These should be available for use so the older Indians and others can listen to them. Also valuable resource material for the writer and historian. (There should be duplicate copies - one at least as a permanent collection.)
7. Evaluate general book collection and non-book materials with the needs of the Indians in mind, and develop along needs.
8. Develop a collection of Indian arts and crafts.

b. Recognition of Indian Heritage Week

Special events and programs planned for Indians and others in recognition of Indian Heritage. These events could include dance programs, choral groups, etc. as well as:-

1. Displays of Indian Arts and Crafts.
2. Demonstrations of Indian Arts and Crafts, as painting, featherwork, basketry, dancing, scupture, wood caring, etc. Whatever is pertinent to your community.
3. Displays of books BY Indians, and other contemporary literature by Indians in your community.
4. Special Story Hours for Indian Children (this could be a continuing program) Adult Reading Hour, Book Reviews, book talks.. both on Indian literature and other literature and other literature of interest to the Indians.

c. Develop a reading "improvement" program.

d. Have a discussion group on Indian Literature.

e. Have a course in Indian language or languages.

f. Make meeting rooms available for Indian organizations.

g. Library Staff Development

1. Library staff should become better informed about the Indians in the community, where located, how many, churches, cultural problems, etc. to be better able to relate to and help serve the individual when they come to the library.
2. Library Staff should learn about the various organizations of Indians and those serving Indians in the community and the function of each organization, such as Human relations Commissions, Community Action Program, U. S. Public Health Service, Bureau of Indian Affairs, State Commission of Indian Affairs, Oklahomans for Indian Opportunity (or like group in your state) etc.

3. Library Staff should become involved in community affairs regarding Indians. Join groups when permitted or from friendships for contacts with other groups. In this way we can learn, help and also promote the library program so that we are involving the Indian community with the library. (If at all possible released time should be given for this.)
4. Library Staff should become better informed on various phases of community life and needs in order to give better service. Such things as social problems that confront people - special needs as where to go for help - for alcoholism, drug problems, medical care, vocational information, how to find a job, educational problems, legal aid - any other agency that can give this special assistance to Indian patron.

L to R: Jo Howard, Cora Dunconson, Don Dresp
discuss public librarian's role

Don Gribble
poses a question

Participants interact with Consultants

III. People to People Relationships - Communications

FOR THE COMMUNITY TO BE INVOLVED IN THE LIBRARY THE LIBRARY MUST BE INVOLVED IN THE COMMUNITY

The usual library approach to service may not be sufficient to serve Indian communities in a meaningful way. To effectively service the Indian patron, we must first know the Indian. This does **NOT** mean a text book survey. We must get outside the library walls and become a part of the Indian community (but not in a "pushy" way). The middle class background of the librarian may prove to be a very difficult barrier to breach in this area, but to provide effective service we must be able to relate in a meaningful fashion. Communication is **crucial** to service with Indians. How many Indians have you spoken to socially today? Are you invited to Indian homes as a friend? Have you had your Indian friends to your home?

A great lesson is available in the successes of Don Roberts in Venice, California (Lib. Journ. Jan 15 '68, pp 259-266). His was not a totally Indian community, but there are meaningful guidelines to be gained from his methods.

We should take heed from the red voice as echoed in **Our Brothers Keeper (p. 154)**" . . . Non-Indian employees lack the capacity or desire to understand why the Indian's behavior and points of view differ from their own. They do not communicate sith Indians on a social plane."

To work meaningfully, communication is a critical must. The kind of interactive relationship required does not initially crystallize within the walls of the library proper. It must begin with human understanding and individual interaction outside the library - **IN THE COMMUNITY.**

Don Roberts presents a multi-media program for a open meeting at the Norman Public Library

Don Dresp & Alma Ogden interview OIO Staff member

A BIBLIOGRAPHY OF INDIAN NEWSPAPERS & PERIODICALS

NOTE: Not in Alphabetical Order.

ABC (Americans Before Columbus). National Indian Youth Council, 3102 Central, S. E., Albuquerque, New Mexico, 87106. Quarterly, subscription with membership $5.

The Beaver. Hudson's Bay Co., 79 Main St., Winnipeg 1, Man., Canada. Quarterly, $2 yr.

Bulletin of the Bureau of American Ethnology. Publications Distribution Div., Editorial and publications Div., Smithsonian Institution, Washington, D. C. 20560. Irregular, prices vary.

The Indian. Route 3, Box 9, Rapid City, S. D. 57701. 12 p. Monthly, $3 yr.

Indian Life. Inter-Tribal Indian Ceremonial Association, P. O. Box 1029, Gallup, N. M. 87301. 40 p. Annual, $1 yr.

The Indian Newsletter. ACCESS-INDIAN Project, P. O. Box 106, Pala. Calif. 92059. Monthly, price?

The Indian Reporter. 3254 Orange St., Riverside, Calif. 92501. 8 p. Freq?, $1 yr. Mimeographed.

Indian Voices. Robert K. Thomas, University of Chicago, 1126 E. 59th St., Chicago, Ill.. Irregular, Price?

Journal of American Indian Education. Arizona State University, Tempe, Ariz. 85281. Quarterly, $3 yr.

Maine Indian Newsletter. 42 Liberty St., Gardiner, Me. 94345. 19 p. Monthly, $2 yr. Mimeographed Journal

North. The Queen's Printer, Ottawa, Canada. 50 p. Bi-monthly, $3 yr. in North America; $4 elsewhere. Published by the Dept. of Indian Affairs and Northern Development in Canada.

The Palimpsest. State Historical Society of Iowa, Centennial Bldg., Iowa City, Iowa 52240 Monthly, $3 yr.

Papgo Indian News. Editorial board of Papago Indians, Sells, Arizona 85634. Monthly, $1 yr. Mimeographed.

Rosebud Sioux Herald (Eyspaba). Rosebud Sioux Tribe, Rosebud, S. D. 57570. Bi-weekly, $3.50 yr.

The Sentinel. National Congress of American Indians, 146 1346 Connecticut Ave., N. W., Washington, D. C. 20036; issued from 1442 Pennsylvania St., Denver, Colo. 80203. Quarterly, $3 yr.

The Indian Arrow. Goodland Presbyterian Children's Home in Hugo, Oklahoma. Newsletter, issued monthly; price ?

Indian Progress. Associated Executive Committee of Friends of Indian Affairs, 613 Third Ave., Joliet, Ill. 60433. Issued monthly, $2 yr.

The Indian News. Dept. of Indian Affairs and Northern Development, Ottawa, Canda. Official public. of the Dept. Issued monthly, free. 8 pages.

The Navajo Times. Navajo Tribe in Window Rock, Arizona 86515. Box 428 Official tribe newspaper, 36 p. issued weekly, $4.50 yr.

The Cherokee Nation News. Cherokee tribe in Tahlequah, Oklahoma. Official tribal public. & Newsletter. Issued monthly price ?

Ghahta Anumpa (The Choctaw Times). Southeastern Indian Antiquities Survey, Inc., 1725 Linden, Nashville, Tenn. 37212. Monthly, $5 per yr. 4 p.

American Index. Russell L. Knor in River Grove, Ill.

The Amerindian (American Indian Review) 1236 W. Prett Blvd., Chicago, Ill. 60626. Published by Marion E. Grindley, 8 pages, Bi-monthly, $3 yr.

Blue Cloud Quarterly. Benedictine Missionary Monks, Marvin, South Dakota 57251. Quarterly, $1 yr.

Indian Educational Newsletter. Southwest Center for Human Relations Studies in Norman, Oklahoma. Price?

Drum Beat. Indian Community in Tulsa, Oklahoma. Issued monthly; price?

Indian Truth, Indian Rights Assoc., Inc., 1505 Pace St., Philadelphia, Pa. 19102 Issued quarterly, $2 yr.

Many Smokes. P. O. Box 5895, Reno Nevada 89503, Current events and historial articles, 18 p. Quarterly, $1.50 yr.

The Raven Speaks. Raven Hail, Dallas, Texas. Newsletter on Indian Books and Crafts. Issued Monthly; price?

Smoke Signals. Dept. of Interior, Room 4004, Indian Arts and Crafts Board, Washington, D. C. 20240. Issued Bi-monthly, Free.

Pow Wow Trails. Lawrence Morgan, Box 258, South Plainfield, New Jersey 07080. Issued 10 times Yearly.

Fort Apache Scout. White Mountain Apache tribe, P. O. Box 898, Whiteriver, Ariz. 85941. Official tribal newspaper, monthly, $1.50.

The NCAI Bulletin. National Council of American Indians in Washington, D. C. Monthly, price ? Also publishes a magazine semi-annually.

U. S. Dept. of Interior, Bureau of Indian Affairs publishes a pamphlet on each state with a noticeable Indian population $0.15 each. Obtain from this bureau in Washington, D. C.

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The Tundra Times. Box 1287, Fairbanks, Alaska 99701. 8 p. Weekly, $8 yr.

The Voice of Brotherhood. C. E. Peck, P. O. Box 1418, Juneau, Alaska 99850. Monthly, $3 yr.

The Warpath. Box 26149, San Francisco, Calif. 94126. 12 p. Irregular, $1 yr. for persons of Indian descent who join United Native Americans; $5 yr. for other persons.

The Indian Historian. American Indian Historical Society, 1451 Mosonic Ave., San Francisco, Calif. 94117. 40 p. Quarterly, $5.

The Warrior. American Indian Center in Chicago, 1630 W. Wilson Ave., Chicago, Ill. 60640. Issued 10 times yearly. $2.50 yr.

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The Buckskin. B. B. Scott, Eufaula, Okla., issued monthly,; price?

Indian Record. 1301 Wellington Cres., Winnipeg 9, Man. Canada 6 issues a year $2.00

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Indian School Journal. Chilocco Indian School, Chilocco, Okla. Indian school newspaper, issued weekly throughout the school year; price?

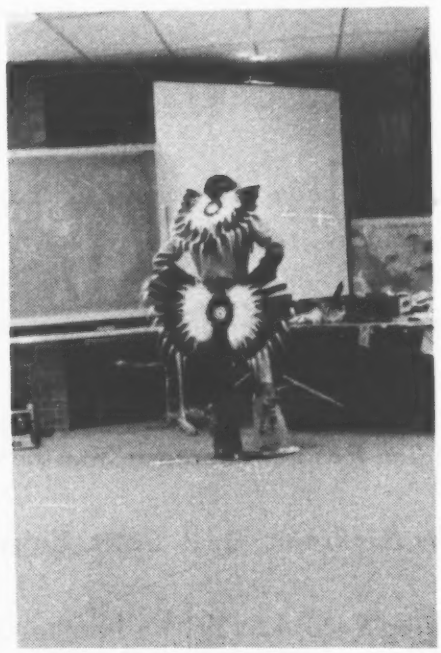
Indian Mailman. Arizona Indian Assoc., 3724 W. Larkspur., Phoenix, Ariz. 85029. Issued monthly; price? Mimeographed.

Indian Affairs. Association on American Indian Affairs in New York, 432 Park Ave. S., New York, New York. 10016. Newletter, issued bi-monthly; price?

American Indian Baptist Voice. B. Frank Belvin, 517 South Woodlawn, Okmulgee, Okla. 74447 Issued 6 times yearly; price ?

Participants listens to University of Oklahoma Students

Participants visit Cherokee Indian Village, Tahlequah, Oklahoma



Dick Madaus explains costume design

Participants on field trip to Fort Sill, Oklahoma

APPENDIX

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Institute Participants